A Study of the Effectiveness of Blended Learning Approaches on Academic Achievement of Graduate Students

SHORT SYNOPSIS

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Certificate

I hereby declare that the short synopsis Title "**A Study Of Effectiveness of Blended Learning Approaches On Academic Achievement Of Graduate Students**" being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in "Manav Rachna International Institute of Research and Studies" under School of Leadership and Management of Manav Rachna International Institute of Research & Studies, Faridabad during the academic year 2023-24.

It is a bona fide record of original work carried out under the joint supervision of Dr Nandini Srivastava and Dr Vandana Gambhir. It has not been submitted in full or part to any other university or institute for a degree or diploma. Further, it is certified that the short synopsis is plagiarism-free, and the proof has been submitted.

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ABSTRACT

This study investigates the effectiveness of blended learning practices in enhancing the academic achievement of graduate students. Blended learning, which combines traditional classroom instruction with online resources and technology, offers a promising approach to meet the evolving needs of higher education. Despite its potential, there is a notable research gap concerning the regional context of the Delhi NCR and the diverse nature of Humanities and Social Sciences, STEM (Science, Technology, Engineering, and Mathematics), and Commerce, Business, Law, and Management programs. This research aims to identify the strengths and weaknesses of blended learning approaches, understand the perceptions and attitudes of both graduate students and instructors, evaluate the role of technology integration, explore challenges and barriers in implementing blended learning, and compare different blended learning models tailored to the specific requirements of these disciplines in the Delhi NCR region. The study explores the adaptation of blended learning to the Delhi NCR's educational landscape, considering factors such as infrastructure, digital resource accessibility, and integrating technology into graduate education. The findings will contribute to developing tailored, effective, and region-specific blended learning strategies for graduate programs in Humanities and Social Sciences, STEM, Commerce, Business, Law, and Management in the Delhi NCR.

Keywords: B*lended learning practices, Classroom teaching, graduate students, higher education, management, perceptions, Social Sciences, and STEM*

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1. INTRODUCTION

1.1. Overview of blended learning in education

Blended learning is an educational technique that combines traditional, in-person training with online components. It is a well-established and dynamic teaching method (Vaughan et al., 2013). This concept is specifically developed to provide students with a diverse and adaptable learning experience, effectively combining traditional classroom settings with digital resources. Blended learning offers learners different levels of autonomy in key aspects, such as the timing and location of accessing instructional material, the route they take in their learning process, and the speed at which they advance. Blended learning, in practice, includes a diverse range of methods that enable educators to customize the combination of in-person and online elements to match unique learning goals, student requirements, and the resources at hand. These models can include synchronous activities, where students and instructors engage in real-time interaction, or asynchronous features, which enable students to learn at their own pace and convenience.

Blended learning, also known as hybrid learning, acknowledges that incorporating digital resources and online activities, such as video lectures, discussion forums, or interactive simulations, can enhance and customize the learning experience. This method expands the limits of conventional classrooms, allowing instructors to utilize technology to actively involve learners, accommodate various learning styles, and offer chances for self- paced learning and exploration. By integrating both face-to-face and virtual elements, educators can establish a learning environment that is more responsive and flexible. This technique is especially beneficial for meeting the demands of students with varied backgrounds and preferences. Furthermore, it enables the efficient utilization of existing resources by alleviating the limitations imposed by physical classroom capacity and time constraints.

Blended learning aims to provide a harmonious combination of traditional and digital methods of teaching (Garrison & Kanuka, 2004). The importance of face-to-face encounters in establishing a connection, responding prompt inquiries, and promoting collaborative activities

is acknowledged (Garrison & Vaughan, 2008). At the same time, it utilizes technology to expand learning beyond the classroom, grant access to a diverse array of materials, and promote increased autonomy in the learning process.

1.2. Application of blended learning in graduate education

The conventional lecture-centered approach to higher education, however beneficial, may encounter constraints in promoting profound understanding and practical application of knowledge, especially for graduate students aspiring for a more sophisticated and interactive learning encounter. Blended learning, an instructional method that combines online and in-person components, is emerging as a promising alternative.

Enhanced availability of educational materials: Blended learning settings commonly include a wide range of online resources that extend beyond the limitations of a traditional classroom. Students can easily access pre-recorded lectures, interactive simulations, e-books, and research papers through Learning Management Systems (LMS) [Bates, 2019]. By providing a wider range of access, individuals are able to delve into concepts in a thorough manner, at their own speed. This promotes a more profound comprehension of intricate subjects (Means et al., 2013).

Personalized Learning Paths: Blended learning can accommodate and address individuals' unique learning styles and needs. Online platforms frequently integrate adaptive learning technologies that customize content and exercises according to a student's performance and degree of understanding (Ferguson- Darnell & Dunbar, 2018). The individualized method enables graduate students

to concentrate on specific areas requiring additional study, improving their understanding of the subject topic (Picciano & Dziuban, 2007).

Blended learning utilizes online tools and activities to enhance active learning, which is essential for retaining and applying knowledge (Bonner, 2019). Online platforms provide interactive exercises, simulations, discussion forums, and collaborative projects to stimulate students' critical thinking, information analysis, and application of learning to real-world situations (Graham et al., 2013).

1.3. Potential for blended learning to improve student engagement and motivation

Graduate education necessitates a significant degree of autonomous study and active involvement from students. Conventional methods of teaching that rely on lectures may encounter difficulties in promoting these attributes. Blended learning, through the integration of online and in-person components, presents a favorable method to augment student involvement and motivation in graduate courses.

Interactive online components: are frequently included into blended learning settings, offering tools and activities that surpass passive information consumption. According to Means et al. (2013), online quizzes, simulations, discussion forums, and polls can change students' roles from passive listeners to active participants. The ability for users to interact with the content promotes a feeling of empowerment and influence over the learning experience, resulting in higher levels of involvement (Astin, 1993).

Encouraging Self-Directed Learning: Blended learning enables graduate students to assume responsibility for their educational progress. Online tools such as pre-recorded lectures, e-books, and curated article lists enable students to independently study subjects at their preferred speed and further investigate aspects that personally intrigue them (Bates, 2019). This kind of autonomy cultivates a feeling of accountability and innate drive, as students actively pursue knowledge rather than simply receiving it passively (Deci & Ryan, 2000).

Collaborative Activities: Online platforms can be used in blended learning environments to enhance collaborative learning experiences. Online discussion forums, group projects, and peer review activities foster student interaction, facilitate information sharing, and promote learning through exposure to varied viewpoints (Graham et al., 2013). Engaging in social interactions can help alleviate feelings of isolation and foster a sense of community, hence increasing motivation and engagement (Astin, 1993).

2. Literature Review

Technology-enhanced learning (TEL) and blended learning models have gained significant traction in educational research, emphasizing their potential to improve pedagogical practices, foster critical skills, and adapt to modern learners' needs. This review synthesizes findings from recent studies to explore how these methodologies influence teaching and learning outcomes, highlighting their theoretical underpinnings and practical implications.

One prominent study by **Lee and Hwang (2022)** investigated the preparedness of pre-service English teachers in developing Virtual Reality (VR)-enhanced materials for K-12 English textbooks and integrating these materials into a metaverse platform. Their findings revealed that VR content creation significantly enhanced teachers' technological readiness while fostering critical 21st-century skills, such as creativity and collaboration. This study underscored the importance of experiential learning with emerging technologies in equipping educators for sustainable teaching practices.

Focusing on student adaptability, **Yang and Pu (2022)** addressed the challenges faced by Chinese learners in ineffective blended learning environments. Their research, grounded in social cognitive theory, identified key factors such as self-efficacy, motivation, and contextual elements that significantly influenced adaptability. Through structural equation modeling, they demonstrated that adaptability levels among learners were relatively low, emphasizing the need for supportive environments to enhance blended learning effectiveness. This study provided valuable insights for educators and administrators aiming to improve students' experiences in blended learning.

A study by **Doyan et al. (2022)**, explored the effectiveness of blended learning tools, which examined quantum physics learning tools designed to improve critical thinking and science skills. Using a systematic 4-D model, their research demonstrated significant improvements in these skills, particularly in university students exposed to the tools. The study highlighted the value of integrating structured, blended approaches to foster higher-order thinking and domain-specific competencies.

In project management education, **Farooq et al. (2022)** delved into incorporating blended learning, curriculum adaptation, and gamification to enhance teaching practices. Their systematic evaluation revealed the potential of project-centric blended learning models to align educational practices with industry demands. Introducing a taxonomy summarizing blended learning components provided a practical guide for educators seeking to address existing challenges in this field.

Several studies also explored engagement and self-efficacy as critical factors in blended learning. **Panigrahi et al. (2021)** developed a model linking internet self-efficacy and interaction with learning effectiveness, demonstrating that these elements positively influence student engagement and academic outcomes. Similarly, **Kintu et al. (2017)** emphasized the interplay between student characteristics, blended learning design features, and outcomes, revealing that well-designed blended environments significantly enhance satisfaction and learning results.

The long-term impact of TEL was investigated by **KURVINEN et al. (2020)**, who studied weekly digital mathematics lessons over 18 to 24 months. Their findings indicated that consistent exposure to TEL significantly improved mathematical performance, reducing errors and highlighting the potential of sustained TEL integration in traditional curricula. However, the study also noted that arithmetic fluency improvements were not statistically significant, suggesting the need for further research into specific skill areas.

A broader perspective on TEL's applications in higher education was provided by **Daniela et al. (2018)**, who examined TEL’s role in fostering sustainable education. Their survey among educators highlighted both the potential and challenges of TEL, emphasizing that effective implementation depends on meeting specific prerequisites, such as digital literacy and infrastructural support. Similarly, **Wang et al. (2020)** addressed the emotional dimensions of TEL by developing a psychometric scale to measure technostress, demonstrating its utility in identifying and supporting students facing technology-related challenges.

In language education, studies like **Shadiev and Yang (2020)** and **Webb and Doman (2019)** highlighted the effectiveness of TEL in enhancing language learning outcomes. While the former identified trends in technology use for skills like writing and vocabulary acquisition, the latter explored the flipped classroom model, finding it particularly effective in reducing student anxiety and improving perceptions of technology in language learning.

Across these studies, theoretical frameworks were central in shaping TEL and blended learning approaches. For instance, **Devi (2017)** applied Bandura's social cognitive theory to illustrate the impact of observational learning in technology-driven environments. **Alzahrani (2016)** and **Piriyasurawong (2018)** emphasized constructivist principles, demonstrating how collaborative and mobile learning can foster critical thinking and knowledge construction.

Despite these advancements, several gaps and challenges remain. Limited research explores the cross-cultural applicability of TEL models, particularly in non-Western contexts. Emotional well-being and the mitigation of technostress are underexplored areas that warrant further investigation. Moreover, while many studies demonstrate the benefits of TEL, long-term impacts on adaptability, engagement, and skill development require deeper analysis.

In conclusion, this review highlights the transformative potential of technology-enhanced and blended learning models in diverse educational contexts. By synthesizing findings across theoretical and practical domains emphasizes the importance of strategic design, teacher training, and contextual adaptability in maximizing TEL's benefits. Future research should address cultural variability, long-term impacts, and emotional dimensions to advance TEL as a sustainable educational practice.

3. Research Gaps

Although blended learning has become increasingly popular in higher education, several important research gaps that have not been addressed. Prior research shows conflicting results about the efficacy of blended learning in enhancing academic performance, with certain studies showing substantial enhancements while others suggesting negligible

influence. This inconsistency underscores the necessity of conducting a thorough comparative analysis to ascertain the circumstances in which blended learning is most efficient.

Moreover, most research has concentrated chiefly on undergraduate students or has made broad generalizations encompassing several educational levels, thereby overlooking the distinct requirements and difficulties encountered by graduate students. There is a scarcity of research that specifically investigates the impact of blended learning methods on graduate student's academic performance and overall learning experience. Furthermore, although several researchers investigate student perspectives on blended learning, there is a lack of comprehensive comprehension of how both students and instructors perceive and adjust to mixed learning settings, especially in the context of graduate education. The extent to which technology integration contributes to blended learning is not well investigated, as there is a lack of research on the effects of varying levels of technology use on learning outcomes and the overall educational experience of graduate students.

This research further recognizes the challenges and obstacles to implementing blended learning, including technological difficulties, resistance to change, and insufficient teacher preparation. However, there is a lack of extensive comparative study of these concerns, specifically in the context of graduate classrooms. It is crucial to address these gaps to establish and maintain blended learning techniques effectively. This research seeks to address these disparities by conducting a comparative analysis of the efficacy of blended learning methods in enhancing the academic performance of graduate students. The study will specifically examine the impact of different techniques on comprehension, application, perspectives, attitudes, technological integration, and implementation issues.

4. Statement of Problem

The existing literature provides conflicting findings regarding the effectiveness of blended learning. Several studies indicate that it improves student involvement and comprehension, whereas others emphasize different obstacles, such as technology limitations and opposition from both students and educators. Furthermore, there is a dearth of agreement

regarding the ideal equilibrium between online and in-person elements, which adds further complexity to the adoption and execution of blended learning methodologies.

With the swift progress of technology and the growing use of digital tools in education, it is essential to thoroughly analyze the impact of these blended learning methods on graduate students' learning experiences and results. This research aims to address the existing knowledge gap by conducting a comprehensive analysis of several blended learning approaches in higher education. The analysis will specifically examine these methods' strengths, shortcomings, and overall effectiveness.

The study aims to discover and evaluate the advantages and disadvantages of blended learning methods in improving understanding and practical application among graduate students. It also seeks to examine and contrast the viewpoints and attitudes of both students and teachers regarding various approaches. This study will assess the impact of incorporating technology into the educational process to enhance learning and academic achievements. It will also investigate the difficulties and obstacles encountered when using blended learning methods in graduate classrooms.

The study intends to provide useful insights and practical recommendations for educators and policymakers by addressing these objectives. This will help facilitate the proper integration of blended learning in higher education and ultimately enhance academic accomplishment among graduate students.

5. Research Questions

a. What are the strengths and weaknesses of blended learning approaches in improving comprehension and application skills among graduate students in the NCR region?

b. What are the perceptions and attitudes of both graduate students and instructors towards blended learning methods in higher education?

c. How does the integration of technology contribute to the overall learning experience and academic outcomes of graduate students in the NCR region?

d. What are the main challenges and barriers encountered in implementing blended learning practices in graduate student classrooms?

6. Research Objectives

1. To identify and compare the strengths and weaknesses of blended learning approaches in enhancing the comprehension and application in higher education students.

2. To analyse and compare the perceptions and attitudes of graduate students and instructors towards blended learning methods.

3. To evaluate and compare the role of technology integration in enhancing the overall learning experience and academic outcomes in graduate students.

4. To explore and compare the challenges and barriers associated with implementing blended learning practices in graduate students classrooms

7. Scope of the Study

This research focuses on studying graduate programs in various disciplines, such as Humanities and Social Sciences, STEM (Science, Technology, Engineering, and Mathematics), and Commerce, Business, Law, and Management, within the National Capital Region (NCR) of India. The study focuses on students at the graduate level in these specific professions.

The research covers a wide range of blended learning models, specifically focusing on the models that are currently being used in the institutions of the Delhi NCR region. The main objective of the study is to examine the academic achievement of graduate students by evaluating their understanding and application of course ideas, their academic performance, and their overall learning outcomes. Moreover, the study investigates the impact of incorporating technology on improving the educational process. This entails the integration of digital resources, online platforms, and instructional methods enhanced by technology. The research is conducted within a specific time period to gather and analyze data, ensuring the accuracy and reliability of the results.

The importance of ethical issues is acknowledged, including implementing methods for obtaining informed permission and ensuring data security per established research ethics. While recognizing the possibility of limitations in terms of sample representativeness, generalizability, and the depth of quantitative analysis, the study is clear about the boundaries of its scope and the potential impact of these constraints on the broader relevance of the research findings.

8. Inclusion and Exclusion Criteria

To ensure that the research focuses on the desired population, it is necessary for participants in this study to meet particular requirements. Qualified individuals for participation must

be graduate students actively enrolled in graduate degree programs in the fields of Humanities and Social Sciences, STEM (Science, Technology, Engineering, and Mathematics), or Commerce, Business, Law, and Management. These students are required to have successfully finished at least the initial year of their graduate program, which is comparable to a minimum of two semesters of college education. In addition, participants must be enrolled in educational institutions located within the Delhi NCR region that utilize blended learning methods for teaching.

On the other hand, specific criteria will disqualify potential candidates. Only those enrolled in graduate degree programs will be considered. Graduate students who have not finished the first year of their program, which consists of two semesters, are also not included. In addition, students who attend colleges that do not offer blended learning methods, as well as those from institutions located outside the Delhi NCR zone, are not permitted to take part.

9. Theoretical Framework

Constructivist Learning Theory: Blended learning aligns with constructivist principles, where students actively construct their understanding of concepts. Combining online and face-to-face elements allows for flexibility in accommodating different learning styles and paces.

Technology-Enhanced Learning: This framework acknowledges the role of technology in modern education. It considers how the integration of technology tools and platforms can enhance the learning experience and potentially improve academic outcomes.

Social Cognitive Theory: This theory emphasises the importance of social interactions and observational learning. In a blended learning environment, students may engage in collaborative online activities, and this framework can help analyse the impact of peer interactions on academic achievement.

10. Conceptual Framework

The foundation of this study is based on three fundamental theories: Constructivist Learning Theory, Technology-Enhanced Learning, and Social Cognitive Theory. These ideas together form a strong basis for studying how well blended learning approaches improve the academic performance of graduate students.

Constructivist Learning Theory asserts that learners actively build their own comprehension and expertise of the world by engaging in experiences and subsequently reflecting upon them. Blended learning is compatible with constructivist concepts as it allows students to actively participate in their learning processes. Blended learning settings, which incorporate both online and face-to-face components, provide flexibility for students to learn at their own speed and in alignment with their unique learning styles. The active engagement and individualized methodology can improve understanding and practical application of information among graduate students.

Technology-Enhanced Learning emphasizes the crucial function of technology in modern education. This framework examines the ways in which the incorporation of digital tools and online platforms might enhance the educational experience. Technology in a blended learning environment enables easy access to a diverse array of resources and interactive activities, which can effectively support and enhance the learning process. Through the utilization of technology, educators have the ability to construct learning environments that are both captivating and efficient, tailored to the individual needs of a wide range of students. This has the potential to result in enhanced academic achievements.

Social Cognitive Theory highlights the importance of social interactions and observational learning in the educational process. Blended learning involves students engaging in collaborative online activities and discussions, which promote a feeling of community and improve learning through interactions with peers. This approach facilitates

the analysis of how social dynamics and collaborative experiences impact academic attainment. The influence of peer interactions, feedback, and shared learning experiences are crucial elements in comprehending the overall efficacy of blended learning systems.

This study aims to promote the academic accomplishment of graduate students by optimizing blended learning approaches. It focuses on the roles of active learning, technological integration, and social interactions to facilitate a greater understanding of how these approaches can be maximized. This framework will provide guidance for the study in assessing and contrasting various blended learning methodologies, ultimately leading to the advancement of more efficient educational practices in higher education.

11. Methodology

This research employs quantitative research techniques to gather and analyze data.

a. Research Design

The study is analytical and statistical research in nature. Descriptive research aims to find or revise facts, hypothesis and applications among other things. The methodology is the set of approaches used to achieve a specific objective. Consequently, research technique is the means through which research will be performed. This study's suggested research design demonstrates the framework for collecting, processing and analyzing data to achieve the research objectives.

b. Data Collection

The research survey sample will be drawn through a stratified sampling method using structured questionnaires. The population for the research consists of graduate students in the NCR region. Research work intends a total number of respondents to be 450-500 students studying in various colleges in NCR region.

Data will be collected from the sample. These questionnaires will include items designed to assess the strengths and weaknesses of blended learning approaches, the perceptions and attitudes of graduate students and instructors, the role of technology integration in enhancing the learning experience, and the challenges and barriers associated with implementing blended learning practices in graduate classrooms.

c. Data Analysis

The analysis of quantitative data will involve the application of suitable statistical techniques, encompassing descriptive statistics, inferential statistics (such as ANOVA and regression analysis), and correlation analysis. Statistical software tools like SPSS will be employed to conduct the data analysis.

12. Ethical Consideration

Ensuring ethical integrity is of utmost importance in conducting this research on the efficacy of blended learning modalities among graduate students. Every participant will get comprehensive information regarding the study's objective, methods, and any advantages and disadvantages. Consent will be gained through a thorough consent form to ensure that participation is voluntary and based on a thorough comprehension of the study. Personal identifiers will be removed or coded to ensure confidentiality and anonymity. The data will be securely stored and only accessible to the study team. Participants will be notified of their entitlement to withdraw from the study at any point without facing any repercussions, as explicitly outlined in the permission form and consistently emphasized throughout the study.

The study will be carefully structured to mitigate any possible injury or discomfort to participants. Any psychological or emotional distress that may occur will be swiftly addressed, and participants will be provided with suitable support. The research proposal will undergo evaluation and authorization by an Institutional Review Board (IRB) or Ethics Committee, following the standards and recommendations set forth by these organizations. The data collected will be only utilized for the objectives of this research. The findings will be disclosed in a collective manner to avoid revealing the identities of individual participants and to ensure the protection of their identities in any distribution of the results.

The research will be carried out with full transparency and integrity, ensuring that any potential conflicts of interest are disclosed and the limits of the study are acknowledged in the final report. During the research process, we will uphold a high level of regard for the participants, ensuring that we respect their viewpoints, allocate sufficient time for their involvement, and safeguard their anonymity. By abiding by these ethical issues, the research seeks to maintain the utmost standards of ethical behavior, guaranteeing the safeguarding and reverence of all people engaged in the study.

13. Significance of the Study

This study is highly significant for several stakeholders in the field of higher education, specifically instructors, policymakers, and graduate students. This research is to undertake a thorough comparative analysis to determine the efficiency of blended learning approaches and their effects on the academic achievement of graduate students. The goal is to provide detailed insights into the nuances of these methods.

Primarily, educators will gain useful insights on the merits and drawbacks of different blended learning methodologies through this study. Gaining insight into these factors will empower educators to create and execute more impactful instructional approaches that improve the understanding and practical application of information among graduate students. The findings will provide insights into the perspectives and attitudes of students and instructors towards blended learning, enabling educators to resolve resistance or misconceptions and enhance engagement and pleasure in the learning process.

Policymakers will benefit from the study's findings since they will receive evidence-based suggestions for incorporating blended learning into higher education curricula. Policymakers can encourage the successful adoption of blended learning systems by recognizing the most effective practices and potential problems, and developing supportive frameworks and legislation. Consequently, this can result in enhanced educational excellence and superior academic achievements at the graduate level.

The research will also emphasize the significance of using technology into the learning process to enhance the educational experience of graduate students. The study aims to analyze the effects of varying levels of technology utilization on learning and academic achievement, with the goal of determining the most effective ways to optimize the use of digital tools. Moreover, by recognizing the difficulties and hurdles linked to blended learning, students and institutions can get insight into the essential resources and support systems needed to overcome these challenges.

The primary objective of this study is to enhance the existing knowledge by conducting a comprehensive comparative analysis of blended learning methods. The main focus is on evaluating their effectiveness in improving the academic performance of graduate students. The knowledge obtained from this research will play a crucial role in directing the creation and execution of blended learning methods that are customized to meet the unique requirements of graduate students, resulting in enhanced educational results and a more fulfilling learning experience.

14. Proposed Outcomes of the Research

The study aims to analyze and contrast the advantages and disadvantages of different blended learning methods, in order to determine which approaches are most successful in improving understanding and practical application among graduate students. The research aims to provide a comprehensive understanding of the acceptance, preferences, and potential resistance to blended learning by examining the perceptions and attitudes of graduate students and instructors. Having this comprehension will assist in customizing blended learning methods to more effectively fulfill the requirements and anticipations of all parties involved. In addition, the study will assess and contrast the impact of various degrees of technology integration on improving the overall learning experience and academic achievements of graduate students. It will identify the most advantageous technological tools and platforms, and explore how they can be efficiently incorporated into blended learning environments. The project will investigate and analyze the difficulties and hurdles related to the implementation of blended learning methods in graduate courses. It will offer practical suggestions for overcoming these challenges and promoting a more seamless integration of blended learning.

The study's ultimate goal is to showcase how optimum blended learning methods can result in enhanced academic achievements for graduate students, encompassing greater comprehension, application of knowledge, and overall academic success. The research will provide practical recommendations for educators, policymakers, and institutions on how to establish and maintain blended learning methods, based on the findings. The

recommendations will be based on factual facts and customized to meet the specific requirements of graduate students. The research will substantially contribute to the current knowledge on blended learning and offer practical insights to improve educational practices and policies in higher education.

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A Study of the Effectiveness of Blended Learning Approaches on Academic Achievement of Graduate Students

SHORT SYNOPSIS

By

Saurabh Kalra

21/PhD/071

Under the Supervision of
Dr Nandini Srivastava

Professor, School of Leadership and Management

Joint Supervision of

Dr Vandana Gambhir
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ABSTRACT

This study investigates the effectiveness of blended learning practices in enhancing the academic achievement of graduate students. Blended learning, which combines traditional classroom instruction with online resources and technology, offers a promising approach to meet the evolving needs of higher education. Despite its potential, there is a notable research gap concerning the regional context of the Delhi NCR and the diverse nature of Humanities and Social Sciences, STEM (Science, Technology, Engineering, and Mathematics), and

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Commerce, Business, Law, and Management programs. This research aims to identify the strengths and weaknesses of blended learning approaches, understand the perceptions and attitudes of both graduate students and instructors, evaluate the role of technology integration, explore challenges and barriers in implementing blended learning, and compare different blended learning models tailored to the specific requirements of these disciplines in the Delhi NCR region. The study explores the adaptation of blended learning to the Delhi NCR's educational landscape, considering factors such as infrastructure, digital resource accessibility, and integrating technology into graduate education. The findings will contribute to developing tailored, effective, and region-specific blended learning strategies for graduate programs in Humanities and Social Sciences, STEM, Commerce, Business, Law, and Management in the Delhi NCR.

Keywords: B*lended learning practices, Classroom teaching, graduate students, higher education, management, perceptions, Social Sciences, and STEM*

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